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Columbia College
Child Development: An Introduction (EAPR106)
Lecture 1
Course Outline

Semester Dates: June 30, 2025, to August 2, 2025

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to plan to be present at the rescheduled class.

Facilitator: Angela Parsons, RPsych.	Email: angela.parsons@columbia.ca
Class Time: 5:30PM to 9:30PM (Tuesdays) 8:30AM to 12:30PM (Saturdays)	Room: Microsoft Teams and EAPR106 Moodle Page
Credit: 3.0	Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to plan to be present at the rescheduled class.

Course Description:

In this course we will explore child development to prepare learners for work with children in a variety of settings. Specifically, the course will explore the theories and research that have shaped our understanding of human development. The course will also examine the various stages of physical, cognitive, intellectual, sexual, social, perceptual, language, personality, and moral growth from birth to adolescence. In addition, the course will explore the development of relationships, self, gender, and sex roles in youth, and how the family, school, peers, media, and culture influence such development.

Course Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand the basic issues in the study of child development, including theories, research designs and methods.
- Discuss perceptual development in children, including sensory and perceptual skills, object concept, and perception of social signals.
- Understand cognitive development in children, including structure, process, and individual differences in intelligence and cognitive abilities.
- Identify the process of language development and apply it to case studies.
- Describe how personality development occurs and analyze its effect on the child as they age.
- Analyze the development of concepts of self, gender, and sex roles and how this development is reflected in issues surrounding these experiences.
- Discuss the development of social relationships with parents and peers.
- Understand the social-cognitive and moral development in relationships.
- Understand cultural environmental impacts on child development, including school and media.
- Analyze atypical development, including attention, intellectual, and social growth and how this development influences child growth and maturity.

Course Format:

This 45-hour remote course uses a variety of online teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities, asynchronous activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in online class discussions in addition to taking responsibility for your own learning. The course expects you to be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our synchronous and asynchronous class activities will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the online classroom as you work towards your goal.

Required Textbooks and Equipment:

Martorell G & Papalia D. (2023) *Child M-Series 2nd Edition*. Canada: McGraw-Hill Publishing.

Recommended Readings and Resources:

Also, use other academic sources like Google Scholar.

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss in class.

2. Read Chapter 1 of your text in preparation for your first class.

3. Prepare for a test on the assigned readings on EAPR106 Moodle Course.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Daily Tests	Class 1 – 10	20%
Asynchronous Activities	Classes 4, 6 & 8	15%
Individual Presentation	Classes 3 to 8	10%
Writing Assignment A Outline	Class 4	5%
Writing Assignment A	Class 6	25%
Final Project	Class 10	25%

Please note that all homework and assignments are due at 11:59PM on the due date unless otherwise noted by facilitator or Teams.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments on the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on your Team's General Channel.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and the necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229), Columbia's Commitment to Human Rights and Diversity Policy (ADM-P029),* and any additional requirements established by your program.

Generally, each student will:
- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner about their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ca. The Department Chair or facilitator is not able to provide you with any accommodation without you taking this step. Please refer to Columbia College's website to review the *Student Accommodation Policy (ADM-P188) and the Student Guide to Accessibility Handbook (SSCM-001)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services through your Program Chair. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the Columbia College email address you have been given by the school for any messages from the Department Chair, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class	Topics	Pre-Class Readings and Assignments due
1	• Introduce Course Outline and Text • Introductions to Child Development • Discuss course assignments	• Course Outline • Chapter 1
2	• Cognitive Development in Infants and Toddlers	• Chapter 6
3	• Psychosocial Development • Physical Development and Health in Early Childhood • **Individual Presentations**	• Chapter 7 • Chapter 8
4	• Cognitive Development in Early Childhood • **Individual Presentations**	• Chapter 9 • **Asynchronous Activity #1**
5	• Psychosocial Development in Early Childhood • **Individual Presentations**	• Chapter 10 • **Writing Assignment A Outline Due**
6	• Physical Development and Health in Middle Childhood	• Chapter 11 • **Asynchronous Activity #2**
7	• Cognitive Development in Middle Childhood • **Individual Presentations**	• Chapter 12 • **Writing Assignment A Due**
8	• Psychosocial Development in Middle Childhood • **Individual Presentations**	• Chapter 13 • **Asynchronous Activity #3**
9	• Physical Development and Health in Adolescence • Cognitive Development in Adolescence • **Individual Presentations**	• Chapter 14 • Chapter 15
10	• Psychosocial Development in Adolescence	• Chapter 16 • **Final Project Due**

Appendix 1
Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects to pass this course.

Daily Tests
Due Date: Each class from classes 1 through 10.
Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments prior to the scheduled class.

Please note:

- All tests are available on Moodle from 8:30 AM on the day of the scheduled class to 11:59 PM the following day.
- There is one attempt per Daily Test
- There is a 30-minute time limit for each Daily Test (unless noted otherwise).

Asynchronous Activities
Due Date: Classes 4, 6 & 8
Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries. You will be assessed by the **Asynchronous Activities Rubric** – See Appendix C

Asynchronous activities may include but are not limited to	
Completion of Worksheet/problems- independent and/or collaborative	Case study review and assessment
Video responses	Microsoft Forms
Microsoft Padlet	Others as assigned

Assignment #1
Individual Presentations
Due Date: Each class from classes 3 thru 9
Weight: 10%

Individually, participants will work to develop, plan, and deliver a 5-7-minute presentation based on **one** concept/chapter from the course.

Using a variety of presentation methods, participants will highlight key features and insights from their chosen concept and relate them to practical application, personal stories and information from course material and texts.

The presentation must include the following:

1. Present an outline of the key points of the concepts and explain how these key concepts apply to your chosen program.

2. Students should choose one concept and should relate the concept to a real-life situation, such as an educational setting.

3. Students should present using a program learned in INTE125 – PowerPoint for example.

Students should be prepared to respond to questions from class members. Students will be evaluated on their individual presentation using the *Oral Presentation Rubric* provided in this course outline.

Writing Assignment A Outline
Due: Class 5
Weight: 5%

Students are required to complete an outline for Assignment A including the following parts:
a) Thesis Statement (briefly mentioning what main ideas will be covered in Writing Assignment A)
b) Outline of all main ideas supported with specific examples from the textbook (these examples must be cited in APA)

Students will be provided with a template to use to complete this assignment.

Writing Assignment A (Critical Writing Response)
Due: Class 7
Weight: 25%

Choose _**one**_ of the following topics for your Writing Assignment A:

Topic A	Topic B
Briefly describe oppositional defiant disorder, school phobia, and childhood depression.	Using reputable sources, share the differences between:
What kinds of psychological treatments are available to families who suffer with mental illness?	- hostile aggression, - instrumental aggression - relational aggression.
What role can an education assistant play in supporting youth with opposition defiance disorder?	What role can an education assistant play in supporting schools and students with regards to aggressive behaviours?

Writing Assignment Expectations:
Objective: The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
Focus: Each assignment is designed to apply knowledge from the chapters and class discussions.
Format: This assignment will be double-spaced. Do not include a title page. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Critical Response Marking Rubric**.

How to avoid plagiarism
The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 style outlined in your ENGL110-1 Textbook

Final Project (Critical Writing Response)
Due Date: Class 10
Weight: 25%

The final project will enable you to explore an area within the field of Child Development and apply it to the classroom. You have explored the various domains of child development, including cognitive, physical & socio-emotional domains.

These three domains are closely interrelated. Please choose **one** of these areas and explore the topic more thoroughly than is presented in the text.

Explain how you could successfully integrate your chosen area (ex. Physical domain) area into the classroom so that children can develop in the best way possible.

What are the implications if this is not done? Research Examples and Brainstorming will be done in class to help you expand and learn about the implications/impacts.

Writing Assignment Expectations:
Objective: The objectives of the two writing assignments are to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
Focus: Each assignment is designed to apply knowledge from the chapters and class discussions.
Format: All assignments will be double-spaced. Do not include title pages. Include your name, course name/number and facilitator's name at the top left of the first page. Place a title, center-aligned on the first page. 12-point Calibri font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Critical Response Marking Rubric**.

How to avoid plagiarism
The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 style outlined in your ENGL110-1 Textbook

Assignment Rubrics
Columbia College
Critical Writing Response Marking Rubric

Area	10-9	8-7	6-5	4-0
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem-solving skills.	• Explores issues well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem-solving skills.	• Defines the issue but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem-solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem-solving skills.
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates the use of stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address the audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.

	10-9	8-7	6-5	4-0
Organization and Structure	• Creates a sophisticated, well-developed beginning, middle and conclusion. • Connects all ideas logically. • Uses a variety of carefully crafted sentence structures. • Consistently establishes appropriate paragraphing and transitions.	• Creates a well-developed beginning, middle, and conclusion. • Connects most ideas logically. • Uses a variety of well-structured sentences. • Most of the time establishes appropriate paragraphing and transitions	• Creates an unfocused beginning, middle and a simple conclusion. • Creates answer that is poorly structured. • Uses some sentence variety with errors that begin to interfere with meaning. • Shows faulty paragraphing and lack of transitions.	• Creates a limited response with no clear beginning, middle, and conclusion. • Creates confusion in structure. • Uses little to no sentence structure variety. • Many structural errors • Weak to no paragraphing or transition.
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.

Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.
Total Score out of 50:
Facilitator/Evaluator's Comments:

Columbia College
Oral Presentation Rubric

Area	4	3	2	1
Organization	• Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end.	• Creates an introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections • Summarizes most key points and stimulates some thought at the end.	• Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Explains most key points. • Uses some relevant examples/ references.	• Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.

Area	4	3	2	1
Delivery Style: Nonverbal Effectiveness	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.
Delivery Style: Verbal Effectiveness	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation, and volume. • Uses few unnecessary pauses "ums". • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation, and volume. • Uses few unnecessary pauses "ums". • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses ("ums"), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses "ums", making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.

Plagiarism: A "0" grade will be given to a paper where significant sections of the presentation were copied from other, unattributed sources.
Total Score out of 50:
Facilitator/Evaluator's Comments:

Columbia College
Asynchronous Activity Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Understanding	Demonstrates a thorough understanding of the assignment.	Demonstrates a good understanding of the assignment.	Demonstrates a basic understanding of the assignment.	Demonstrates limited understanding of the assignment.	Demonstrates little to no understanding of the assignment.
Completeness	All parts of the assignment are completed thoroughly.	Most parts of the assignment are completed thoroughly.	Some parts of the assignment are completed thoroughly.	Few parts of the assignment are completed thoroughly.	Very few parts of the assignment are completed thoroughly.
Accuracy	All information is accurate and relevant.	Most information is accurate and relevant.	Some information is accurate and relevant.	Little information is accurate and relevant.	Information is mostly inaccurate and irrelevant.
Presentation	Work is well-organized, neat, and easy to read.	Work is mostly organized, neat, and easy to read.	Work is somewhat organized and readable.	Work is poorly organized and hard to read.	Work is disorganized and very hard to read.
Timeliness	Submitted on time or early.	Submitted slightly late.	Submitted late but within an acceptable range.	Submitted significantly late.	Not submitted or extremely late.

Total Score: /25